READING PLAN

School Name_____Lewis County Middle School__District Name_____Lewis County_____

I. Priority Need (as identified in the Scholastic Audit/Review or Self Analysis)	II. Goal: (Recommendation from Scholastic Audit/Review or Self Analysis)
According to the 2003 CATS report, 52% of 7th grade students (currently 8th graders) scored below state standard of proficiency, 68% of current 8th grade students scored below the 50th percentile based on the fall STAR(129/189 students). According to the 2003 CTB 59% of 6th grade students (current 7th grade students) scored below the 50% percentile. 63% of current 7th graders scored below the 50th percentile based on the fall STAR (117/186 students). According to the 2001 CATS report, 53% of current 7th graders scored below proficiency (98/186 students). According to the 2003 NCLB report, Lewis County Middle School did not meet Adequate Yearly Progress (AYP) in subgroup – students with disabilities – in reading – all students in reading (49.46) compared to students with disabilities (12.50). Three students with disabilities scored proficient on the reading subtest in spring 2003.	By Spring 2004 seventh (7th) grade students will increase their Reading Academic Index from 74.7 to 80; 6th grade students will increase their Reading National Percentile on CTB from 49th percentile to the 60th percentile. The number of seventh grade students (115/190) who score proficient or above on the 2004 KCCT reading assessment will increase from 48.6% to 60% (based on increases required to reach 100% by 2014 as calculated by goal calculator). The percentage of targeted 7th - 8th grade students who score above the 50th percentile on the STAR spring assessment will increase to 50%(193/386 students). For those targeted students participating in supplemental reading class the number will be 40% (67/166 students). The number of 7th grade students with disabilities who score proficient on the reading content test will need to increase to 12 (based on NCLB/AYP data analysis). This is 48% of the special needs students (12/25). LCMS will meet their 2004 NCLB AYP goal. The ultimate goal is to have all students 6-8 reading at or above grade level.
Causes/Contributing Factors: - According to walkthrough observations, teacher, and student interviews, reading strategies are not being taught systematically across grade levels. - According to administrator observation of curriculum	Objectives with Measures of success: **Measurable Objectives:** A1. By May of 2004, walkthrough observations and teacher and student interviews will evidence that reading strategies are being taught systematically across grade

documents, units, lesson plans and teacher interviews, we have no intentional, cohesive reading program in place that spans grades 6-12.

- Based on observations and interviews with teachers and students, most learners lack a series of strategies with which to approach unfamiliar text/vocabulary.
- Based upon teacher surveys and interviews, as well as principal observation, teachers lack skill/training in teaching reading strategies.
- According to 2003 KPR (reading questionnaire data) 68% of students reported that they rarely or never use a chart or web with passages read.
- According to 2003 KPR (reading questionnaire data) 40% of students reported that they rarely or never spend time thinking or talking about what they are going to read before they read.
- According to data analysis, students do not answer all parts of the question, understand content vocabulary, or understand how to read different types of reading (persuasive, literary, practical/workplace, informational) with informational being the lowest area.

levels.

A2. By 2006, based on administrator observation of curriculum documents, units, lesson plans and teacher interviews, there will be evidence of intentional, cohesive reading instruction in place for grades 6-12.

A3. By June of 2005, 50% of all students will use at least one reading strategy when they encounter unfamiliar text or vocabulary as evidenced by teacher observations and student interviews.

A4. By June 2005, all teachers will receive training in specific reading strategies as evidenced by pd logs.

A5. In October 2004, only 40% of students will report they rarely or never use a graphic organizer, chart or web with passages read based on KPR student questionnaire data.

A6. In October 2004, only 25% of students will report that they rarely or never spend time previewing or discussing what they are going to read before they read.

A7. By June 2004, all students scoring below 50th percentile on state/local assessments will be provided with supplemental reading services as indicated by master schedule.

III. STRATEGY/ACTIVITIES

Objective	PERKS Indicator Identify the indicator for the objective) **Measurable Objective (identified by number)**	Strategy/Activity (To achieve the objective(s) .	Expected Impact on Educational Practice and Student Learning	Start Date 2003	End Date	Responsible Person	Estimated Cost

1. Reading Mentor Team will revise and implement an age/level appropriate reading curriculum and provide materials necessary to implement effective reading instruction for identified students	PERKS 3.10 3.15 9.2 M O A1. A3	1A. Reading Mentor Team will prepare all reading materials (Jamestown materials closely aligned to core content/POS and Lewis County curriculum document) to be used in the supplemental reading project which include: *Timed Readings *Specific Skills Publications *Tracking Procedures *Specific Reading Strategies	To increase reading speed and comprehension; address reading skill deficiencies and to monitor individual progress as evidenced by individual student progress graphs and STAR scores.	Sept. 2003	June 2004	Mentor Team members	Materials: $5000.00 Gear Up Grant Mentors: $1000.00 (Grant)
2. Reading Mentor Team will train participating staff (8 content teachers) to implement the supplemental reading project effectively.	PERKS 6.1 M O A6	2A. Mentor team will train all participating teachers in the implementation of the supplemental reading program (Timed Reading program for students scoring below the 50% on assessments). Team will help teachers with	Increase reading achievement for students scoring below the 50th percentile by providing them with time to learn specific reading strategies to use with a variety of reading materials as evidenced by Timed	Aug 2003	June 2004	Mentor Team members	Mentors: $1000.00 (Grant)

	organizational strategies, Reading procedures, drills, and in depth use of pre-during-after reading strategies.	Reading class rosters.				
PERKS 6.2 6.13 6.15 M O A2	2B. Team members will attend all Reading Mentor Meetings, KCTE/LA conference, and the KTL conference	Team will participate in Vendor's Fair to analyze appropriate assessments available to effectively evaluate reading program and student progress. Team will attend conferences to receive training and information about literacy and reading strategies as evidenced by meeting registrations.	**Sept 2003**	**March 2004**	**B Forman J Enix P Lewis D Johnson**	**Travel $300.00 (Grant) Travel $400.00 (PD Funds)**
PERKS 1.15 2.2 3.3 6.14 M O A3	2C. 7-12 language arts teachers will be trained in the teaching strategies designed by the High School LA department in using a systematic vocabulary program – Word in the Word. The vocabulary words/strategies	Implementation of program as designed by the Language Arts Department. To design and implement a district-wide vocabulary program for students grades 7-12. To provide students with	**Oct**	**On-going**	**Principal Department Head**	**Stipend for LA teachers $2000.00 (Grant) Reading Materials $200.00 (Grant)**

		learned will be integrated within current lesson plans/units. A planned, structured vocabulary program (Word in the Word) will be implemented in all Language Arts classes 7-12.	strategies to decode words and increase word recognition as evidenced by lesson plans and principal/mentor observations. To increase student's vocabulary in order for them to read more efficiently and effectively, have more success in the classroom, and to score higher on state assessments and ACT.	Oct. 2003	June 2004	Mentor Team 7-12 Language Arts teachers	PD $400.00
	PERKS 3.3 3.6 3.11 3.14 6.14 M O A1, A3	2. D. All Language Arts teachers will have follow-up training and coaching with the Word in Word vocabulary program. 7-12 LA teachers will meet every 9 weeks to review progress & make instructional revisions.	Teachers will have specific strategies to teach vocabulary skills to students in grades 7-12. In addition, teachers will have the opportunity to meet as one team (middle and high school) as evidenced by meeting agendas/minutes.	Fall 2003	June 2004	Mentor Team	Books/ Materials $4000.00 GEAR-UP Funds $2000.00 Title VI
	PERKS 8.1 M O	2E. All Middle school teachers (30) will be provided with a	Teachers will have a reading resource available for teaching	Nov	June	Mentor Team	$600.00

	A3	Reader's Handbook to use as a guide for implementing reading strategies in all content areas. In team meetings, teachers will choose strategies to teach across the curriculum in an effort to make the using of reading strategies meaningful to students	reading strategies in the content area. Improved reading instruction across the content areas enabling students to be more successful in the classroom as measured by student grades and failure/retention rates.				**(Grant)**
	PERKS 8.2 M O A7	2F. Americorps tutor will provide intervention services to the lowest scoring readers in 7th grade using the SOAR program. This is implemented during the scheduled time set aside for silent reading (30 minutes per day).	Provide individual tutoring services to struggling 7th grade students to increase reading achievement as evidenced by student reading grades and state assessment.	**Sept. 2003**	**June 2004**	**Americorps Tutor**	
	PERKS 3.10 3.5 1.6 M O A7	2G. Seventh grade language arts teachers will implement reading intervention strategies for struggling readers through *Reading*	Provide supplemental/intervention plans for at-risk readers to increase reading achievement as measured by	**Sept 2003**	**June 2004**	**Principal 7th Grade Language Arts Teachers**	

		Workshop.	individual student progress reports/report cards.				
3. To have all students (7-8) reading at grade level as reflected in content area performance and state assessments.	PERKS 3.9 1.6 1.7 M O A4, A5, A7	3A. Reading Mentor Team will identify and provide support services for all 7th grade students who scored below the 50th percentile in reading according to 2003 CTB data; all 8th grade students who scored below proficient on the 2003 CATS reading content assessment.	Increased student success by providing opportunities for supplemental reading instruction—a structured time to learn/apply speed and comprehension skills for students scoring below the 50th percentile on norm referenced tests as evidenced by Timed Reading rosters.	**Sept. 2003**	**June 2004**	**Mentor Team members Participating teachers**	**$1000.00 Mentors (grant)**
	PERKS 2.3 2.6 2.10 M O A6, A7	3B. Identified students will be administered a STAR pre/post test as well as at nine week intervals to be used to track student progress and regrouping needs.	Monitoring of student individual progress will allow students to change levels as needed and to exit the program as evidenced by 9 week reading groupings.	**Sept. 2003**	**June 2004**	**Mentor Team Participating Teachers**	
	PERKS 1.6 3.5 M O A6, A7	3C. Implement supplemental reading project daily (45 minutes) using	Improve student reading achievement in the classroom and on state assessment	**Fall 2003**	**June 2004**	**Mentor Team members Participating teachers**	**2000.00 Participating teachers**

		designed curriculum and materials. Follow planned guide for teaching reading strategies and providing a structured reading time.	as measured by local and state assessments.				**(grant)**
PERKS 4.3 6.2 M O A1, A4		3D. Mentor Team will teach participating staff (by modeling strategies and through scheduled trainings) how to use appropriate reading strategies, model best reading practices, and will monitor reading classes on a daily basis.	A successful reading program that will increase student reading achievement as evidenced by local and state assessment.	**Sept 2003**	**June 2004**	**Mentor Team**	**Mentors $600.00 (grant)**
PERKS 2.6 2.10 2.8 M O A6, A7		3E. Mentor Team members will meet every 9 weeks with participating teachers to assess student progress, adjust schedules and materials; determine needs; and to gain feedback on classroom successes.	To determine student progress to meet individual needs and act as an accountability factor for the supplemental reading project as evidenced by meeting agendas/minutes.	**Sept. 2003**	**June 2004**	**Mentor Team**	**Mentors: $1000.00 (Grant)**

	PERKS 2.3 2.7 M O A1	3F. Content teachers will use the Skills Connection (Ed-Vision software program) to assess student's reading performance with grade level reading selections.	Formative assessment of student reading skills—feedback on effectiveness of reading strategies as measured by Skills Connection tests/teacher lesson plans.	**Sept. 2003**	**June 2004**	**Content Teachers**	_____
	PERKS 6.11 6.4 M O A1	3G. Plan professional development for LA department- curriculum revision, curriculum mapping, revising lesson plans, units, and assessment based on data analysis.	Improved Language Arts curriculum, instructional methods, and use of data to drive instruction as evidenced by school improvement plan and state assessment.	**July 2004**	**June 2005**	**Literacy Team PD Committee**	_____
	PERKS 2.7 3.3 M O A7	3H. Meet with special education teachers and language arts teachers to analyze data (CATS, NCLB) to discuss/design a plan to help students with disabilities (those whose IEPs target reading goals) improve reading skills/reading achievement.	To reduce the reading gap in the subgroup – students with disabilities. To determine a plan of action to help students with disabilities increase reading achievement as evidenced by CSIP and student IEPs.	**Dec 2003**	**June 2004**	**Literacy Team Principal**	**PD $600.00**

4. To provide information and awareness to parents, students, staff, and community members of the need for a supplemental reading program and the school's plan to implement these services for students.	PERKS 2.8 4.5 M O A7	4A. The Reading Mentor Team will meet with identified students to inform them of identification processes, the supplemental reading program, and tracking procedures.	Increase student opportunities to improve reading skills and performance as evidenced by mentor log of activities.	**Sept 2003**	**June 2004**	**Mentor Team members**	
	PERKS 7.1 M O A2	4B. Principal and/or Literacy Team will discuss program and progress to school based council in December/May about school's efforts to improve reading achievement for all students	Increase parental and staff awareness of student reading needs and school support services as evidenced by council agendas/meetings.	**Dec 2003**	**May 2004**	**Principal**	
	PERKS 5.10 M O A2, A7	4C. Mentor Team and/or Literacy Team will publicize in local newspaper information and progress reports to keep the community informed of school's efforts to improve	Public awareness of what the school is doing to increase reading achievement and state assessment performance as evidenced by articles.	**Sept 2003**	**June 2004**	**Mentor Team Literacy Team**	

		reading achievement at the middle school level.					
5. To establish a Literacy Team, implement a reading plan, develop a comprehensive literacy plan, and implement effective reading programs at the secondary level.	PERKS 7.2 M O A2	5A. Establish a school literacy team consisting of the principal, SE teacher, librarian, parent, student, team leaders, one council member, and a member of the Mentor Team.	Promote and provide means to design and implement a school wide literacy program as evidenced by committee roster and meeting agendas.	**Sept 2003**	**June 2004**	**Principal SBDM Council**	
	PERKS 7.5 M O A2	5B. Develop and implement a school-wide reading plan	To increase student's reading achievement and success in classroom activities as measured by local and state assessment.	**Fall 2003**	**June 2005**	**Literacy Team SBDM**	
	PERKS 7.5 7.6 78.1 8.8 9.2 9.3 9.5 M O A2	5C. Develop a comprehensive literacy plan approved by school based council and reflected in the school comprehensive improvement plan	To provide a formal plan to improve reading achievement as measured by local and state assessment.	**Fall 2004**	**June 2005**	**Literacy Team School Council Principal**	

| | | PERKS
7.5
M O
A2 | 5D. Implement and monitor the school literacy plan | Provides students with an effective reading program that ensures success for all students as evidenced by student performance on local and state assessments. | **Fall 2005** | **June 2006** | **Literacy Team**
School Council
Principal
Mentor Team | |
| | | PERKS
2.6
2.7
2.10
2.9

M O
A2 | 5E. Analyze school data (CATS, NCLB, STAR) utilizing the Collective Inquiry method to determine needs and revise the school improvement plan. | Make instructional decisions/changes based on data and implement an effective school improvement plan as evidenced by CSIP and state assessment. | **Nov 2003** | **June 2004** | **Principal**
District
Instructional
Supervisor | |